



GREEN SEA FLOYDS ELEMENTARY

5000 Tulip Grove Rd
Green Sea, South Carolina

Grades	PK-5 Elementary School	
Enrollment	615 Students	
Principal	Melissa Gause	843-392-1078
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average
2010	Good	Below Average
2009	Good	Average
2008	Average	Below Average
2007	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

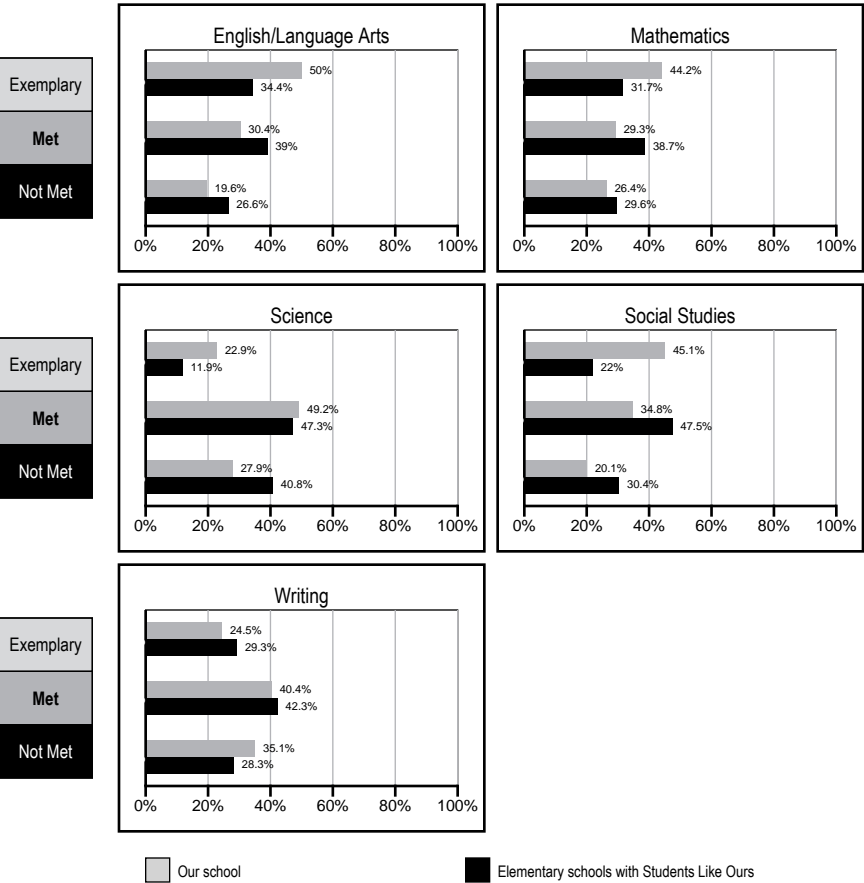
96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	15	92	12	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=615)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	No Change	1.3%	1.1%
Attendance rate	95.5%	Up from 95.2%	95.8%	96.2%
Served by gifted and talented program	18.2%	Up from 13.2%	11.0%	13.4%
With disabilities other than speech	5.5%	Down from 11.5%	4.8%	4.1%
Older than usual for grade	0.0%	Down from 0.2%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.3%	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	43.2%	Up from 31.1%	59.5%	62.5%
Continuing contract teachers	86.4%	Up from 84.4%	88.2%	88.2%
Teachers returning from previous year	92.3%	Up from 83.4%	87.4%	87.8%
Teacher attendance rate	94.4%	Up from 92.2%	94.9%	95.2%
Average teacher salary*	\$44,849	Up 2.0%	\$46,509	\$46,773
Professional development days/teacher	23.1 days	Down from 27.6 days	11.2 days	10.5 days
School				
Principal's years at school	27.0	Up from 26.0	4.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 21.1 to 1	19.5 to 1	19.9 to 1
Prime instructional time	89.2%	Up from 83.4%	89.7%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,842	Down 5.2%	\$7,459	\$7,447
Percent of expenditures for instruction**	65.8%	Down from 66.6%	67.0%	68.4%
Percent of expenditures for teacher salaries**	58.7%	Down from 61.3%	64.1%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Green Sea Floyds Elementary is a caring learning community comprised of highly-qualified educators, hard-working students, and dedicated parents. We attribute our success in 2010-11 to our commitment of becoming a premier school where every student receives an excellent education.

At GSFE we strive to provide differentiated instruction to meet the needs of our diverse population. Through the use of PALS in child development and DIBELS in kindergarten and first grade, we constantly monitored students' reading progress. MAP was administered in second through fifth grade in reading, math, and language. By identifying the strengths and weaknesses of students on these assessments, charting growth, analyzing how and why this growth occurred, and providing a research-based curriculum through rigorous instruction, we moved students to higher levels of learning in literacy and math. The use of interactive content boards and timelines, science kits, student notebooks, and district benchmarks continued to strengthen science and social studies instruction.

Our work with PBIS has created a positive, safe school climate where everyone strives to be respectful, responsible, and build positive relationships. Students were recognized for making good choices and using appropriate lifeskills. Our school family participated in Relay for Life, Talking Trash recycling projects, Multiple Sclerosis Bike Run, and the Red Cross Blood Drive. We also collected can tabs for the Ronald McDonald House and Box Tops for Education. We have been blessed to have the support of a caring community as evidenced by the success of our clothes closet, Backpack Buddies, Super Student Celebrations, Angel Tree, and Good News Club.

The partnership between home, school, and community was vital to our success this year. Teachers received grants from local businesses and Donors Choose to purchase instructional supplies and interactive technology. Playground equipment, Smart Boards, student and faculty incentives, and field trips were funded through PTA. Stakeholders gave freely of their time to serve on decision-making committees that moved us closer to our vision of becoming a premier school. With this kind of support, our vision WILL become a reality at Green Sea Floyds Elementary.

Shirley H. Huggins, Principal, 2010-11
Clark Willoughby, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	95	47
Percent satisfied with learning environment	92.9%	87.4%	87.0%
Percent satisfied with social and physical environment	89.3%	68.4%	89.1%
Percent satisfied with school-home relations	67.9%	82.1%	84.8%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
---------------------------	--

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	294	100	19.4	30.1	50.5	90	85.5	82.4	Yes	Yes
Gender										
Male	158	100	22.8	27.5	49.7	89.3	82.5	78.7	N/A	N/A
Female	136	100	15.4	33.1	51.5	90.8	88.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	170	100	11	25.2	63.8	94.5	90.1	88.9	Yes	Yes
African American	100	100	33.7	38	28.3	81.5	73.6	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.2	93	I/S	I/S
Hispanic	18	100	11.1	44.4	44.4	94.4	81.3	79.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	86.2	83	I/S	I/S
Disability Status										
Disabled	54	100	47.9	37.5	14.6	70.8	55.8	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	12.5	43.8	43.8	93.8	80.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	243	100	22.8	31.1	46.1	88.6	80.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	294	100	26.2	29	44.8	80.3	86	81.9	Yes	Yes
Gender										
Male	158	100	23.5	30.9	45.6	81.2	84.1	79.9	N/A	N/A
Female	136	100	29.2	26.9	43.8	79.2	88.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	170	100	18.4	26.4	55.2	86.5	90.8	88.9	Yes	Yes
African American	100	100	41.3	34.8	23.9	67.4	73.1	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	18	100	16.7	27.8	55.6	94.4	83.2	81.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	87	84.4	I/S	I/S
Disability Status										
Disabled	54	100	62.5	18.8	18.8	47.9	55.6	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	18.8	25	56.3	93.8	82.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	243	100	28.9	29.4	41.7	78.1	81.4	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	192	100	27.5	48.4	24.2	72.5	74.8	68.6
Gender								
Male	106	100	23	52	25	77	74.4	68.3
Female	86	100	32.9	43.9	23.2	67.1	75.2	68.9
Racial/Ethnic Group								
White	111	100	12.3	55.7	32.1	87.7	83	80.7
African American	63	100	53.4	32.8	13.8	46.6	53.8	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85	85.3
Hispanic	13	100	30.8	53.8	15.4	69.2	66.2	61.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	78	70.8
Disability Status								
Disabled	43	100	61.5	28.2	10.3	38.5	41.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	12	100	33.3	50	16.7	66.7	65.2	60.7
Socio-Economic Status								
Subsidized meals	157	100	31.3	46.9	21.8	68.7	66.8	57.3

Social Studies

All Students	192	100	20	34.6	45.4	80	77.8	72.5
Gender								
Male	103	100	17.2	32.3	50.5	82.8	77.5	72
Female	89	100	23.3	37.2	39.5	76.7	78.1	73.1
Racial/Ethnic Group								
White	113	100	10.8	29.7	59.5	89.2	83.7	81
African American	68	100	38.1	41.3	20.6	61.9	61.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.6	89
Hispanic	8	I/S	I/S	I/S	I/S	I/S	75.4	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	77.6	73.5
Disability Status								
Disabled	31	100	46.4	42.9	10.7	53.6	46	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	75.3	69.7
Socio-Economic Status								
Subsidized meals	156	100	24.8	36.9	38.3	75.2	71	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	101	98	35.1	40.4	24.5	64.9	76.6	73.2	95.5	95.8
Gender										
Male	53	96.2	35.4	47.9	16.7	64.6	71.3	67.2	95.6	95.8
Female	48	100	34.8	32.6	32.6	65.2	82.2	79.4	95.5	95.8
Racial/Ethnic Group										
White	53	100	27.5	37.3	35.3	72.5	82.2	81.5	95	95.5
African American	39	94.9	52.9	38.2	8.8	47.1	61	61.3	96.4	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	87	95.9	96.7
Hispanic	7	I/S	I/S	I/S	I/S	I/S	71.7	66.7	96.2	96.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81	72.2	95.7	94.4
Disability Status										
Disabled	24	91.7	78.9	15.8	5.3	21.1	32.7	26	97.2	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.8
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	69.4	65.7	96.8	96.6
Socio-Economic Status										
Subsidized meals	84	97.6	40.3	41.6	18.2	59.7	69.2	63.2	95.5	95.5

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	102	100	9.3	21.6	69.1	90.7
	4	103	99	24.2	42.1	33.7	75.8
	5	106	100	24.7	44.3	30.9	75.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	101	100	16.8	21.1	62.1	83.2
	4	91	100	19.3	25	55.7	80.7
	5	102	100	21.9	43.8	34.4	78.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	102	100	23.7	26.8	49.5	76.3
	4	103	99	22.1	37.9	40	77.9
	5	106	100	29.9	41.2	28.9	70.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	101	100	28.4	33.7	37.9	71.6
	4	91	100	15.9	25	59.1	84.1
	5	102	100	33.3	28.1	38.5	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	53	98.1	38.8	32.7	28.6	61.2
	4	102	100	25.3	55.8	18.9	74.7
	5	53	100	60.4	35.4	4.2	39.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	49	100	33.3	48.9	17.8	66.7
	4	91	100	20.5	47.7	31.8	79.5
	5	52	100	34.7	49	16.3	65.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	50	98	12.8	34	53.2	87.2
	4	102	100	13.7	41.1	45.3	86.3
	5	53	98.1	39.6	37.5	22.9	60.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	52	100	22	30	48	78
	4	90	100	13.6	33	53.4	86.4
	5	50	100	29.8	42.6	27.7	70.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	103	96.1	20.4	25.8	53.8	79.6
	4	101	99	23.2	47.4	29.5	76.8
	5	108	99.1	25.8	30.9	43.3	74.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	101	98	35.1	40.4	24.5	64.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample